



Walters State Job Analysis Questionnaire

I. General Instructions

Please read each question carefully before answering it. Make all your answers as complete and as clear as possible.

Job Title (descriptive title):	
Organizational Job Title (if different):	
Department:	
Reports to (job title of supervisor):	

What are some peer-level jobs within the college with which you might compare this job?

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II. Basic Job Summary

In a few sentences, summarize the overall purpose of the job. You might begin by saying, "The overall purpose of this job is to..."

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Walters State Job Analysis Questionnaire

III. Essential Job Functions

Essential job functions are the fundamental duties of a position: the things a person holding the job absolutely must be able to do. Essential job functions are used to determine the rights of an employee with a disability under the Americans with Disabilities Act (ADA)

A job function may be considered essential for any of several reasons, including the following:

- It's the reason the job exists
- A high degree of expertise or skill is required to perform a specific function
- The amount of time spent performing a function
- Importance of a function - what are consequences of not performing the function?
- Every job candidate must be able to perform the function
- An employee's performance is evaluated based on his/her ability to perform the function

Instructions

1. In the spaces provided below, please list your most essential job duties, starting with the one on which you spend the most time overall. When you are describing what is done, begin with an action verb, e.g., "types", "reviews", "approves", "cleans"; *not* "responsible for . . .".
2. Explain each duty as if you're speaking to someone who doesn't know what you do. Please don't use jargon, abbreviations, or proper names (e.g. the name of a software program) that are probably not familiar to the general population.
3. Include how often (daily, weekly, etc.) you perform the duty and how much time (on a percentage basis) the duty takes over the course of one year.
4. Describe what you do physically to complete the duty and list any tools, equipment, or machines you use.
5. Please refer to **Addendum A** for a list of action verbs you might use to describe your essential duties, and refer to **Addendum B** for examples of completed Essential Functions.

1.	
Physical Requirements and Equipment/ Machinery/Software Used	
Frequency Performed (estimated)	
<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	

Walters State Job Analysis Questionnaire

2.	
Physical Requirements and Equipment/ Machinery/Software Used	
Frequency Performed (estimated)	
<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	

3.	
Physical Requirements and Equipment/ Machinery/Software Used	
Frequency Performed (estimated)	
<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	

4.	
Physical Requirements and Equipment/ Machinery/Software Used	
Frequency Performed (estimated)	
<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	

5.	
Physical Requirements and Equipment/ Machinery/Software Used	
Frequency Performed (estimated)	
<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	

Walters State Job Analysis Questionnaire

6.	
Physical Requirements and Equipment/ Machinery/Software Used	
Frequency Performed (estimated)	
<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	

7.	
Physical Requirements and Equipment/ Machinery/Software Used	
Frequency Performed (estimated)	
<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	

8	
Physical Requirements and Equipment/ Machinery/Software Used	
Frequency Performed (estimated)	
<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	

9.	
Physical Requirements and Equipment/ Machinery/Software Used	
Frequency Performed (estimated)	
<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	

Walters State Job Analysis Questionnaire

10.	
Physical Requirements and Equipment/ Machinery/Software Used	
Frequency Performed (estimated)	
<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	

11.	
Physical Requirements and Equipment/ Machinery/Software Used	
Frequency Performed (estimated)	
<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	

12.	
Physical Requirements and Equipment/ Machinery/Software Used	
Frequency Performed (estimated)	
<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	

Walters State Job Analysis Questionnaire

IV. Job Requirements

a. Education & Experience

What level of formal education (degree and/or certification) is typically required to qualify for this position? Check the appropriate box under Education and describe the major course of study.

In the Experience table, how many years of directly-related and total career experience (check both columns) would be expected for someone to acquire the practical knowledge to successfully perform the job?

EDUCATION	
Level of Education	Major Course of Study
High School <input type="checkbox"/>	
Technical School (Certificate) <input type="checkbox"/>	
Associate's Degree <input type="checkbox"/>	
Bachelor's Degree <input type="checkbox"/>	
Master's Degree <input type="checkbox"/>	
Terminal Degree <input type="checkbox"/>	
Certifications/Licenses	

EXPERIENCE		
Level	Related	Career
0-1 Year		
1-2 Years		
2-4 Years		
4 -7 Years		
7-11 Years		
Over 11 years		

b. Application of Skills/Knowledge

How is the level of education indicated above applied to this job? What specialized skill(s), capabilities, and/or knowledge are needed to perform this job? For example, the position requires advanced IT skills to customize software applications or financial skills to conduct financial analysis to forecast cash requirements.

c. Preparatory Jobs

What jobs would be logical preparatory jobs to gain the skills necessary for this position?

Walters State Job Analysis Questionnaire

d. Equipment

What type of specialized tools or equipment (if any) are used to perform the duties of this job? For example, “operates tractor with rear mounted backhoe and front-mounted bucket”.

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V. Leadership Responsibility

a. Supervision

Direct supervision includes hiring, firing, and disciplining responsibilities. *Functional guidance* refers to directing, overseeing, and coordinating the activities of employees not under the position’s direct line of authority.

Check the category that best describes your job.

		Number of FTEs Supervised
<input type="checkbox"/>	No authority or responsibility for the supervision of others, or for project direction and/or program administration.	
<input type="checkbox"/>	Directs and monitors the work of students and/or temporary workers.	
<input type="checkbox"/>	Oversees employees in nonexempt jobs. Includes scheduling, assigning tasks, and monitoring work activities.	
<input type="checkbox"/>	Directly supervises and evaluates work of employees in nonexempt jobs. Includes hiring, terminating, disciplining, appraising performance or strongly recommending such personnel actions; or functional guidance and/or project leadership over exempt staff engaged in activities on a recurring basis.	
<input type="checkbox"/>	Directly supervises employees in exempt jobs (and nonexempt, if applicable).	
<input type="checkbox"/>	Manages the operations of a unit or major function performing activities typically coordinated through administrative personnel above the level of first-line supervisors or through persons with management or professional responsibility.	
<input type="checkbox"/>	Directs the operations of a department or large program. Has total responsibility.	

b. Project Management

Often, employees are called upon to lead projects and/or teams composed of others who are not direct or indirect reports. This typically involves work on specific projects, issues, or problems outside the scope of one’s ongoing, assigned duties. Is project management a recurring part of this position’s scope of responsibilities? If yes, select all of the items that describe the project leadership responsibilities.

<input type="checkbox"/>	This position is not involved in project management.
<input type="checkbox"/>	Manage or direct a project team.
<input type="checkbox"/>	Lead a project team as a team participant.
<input type="checkbox"/>	Plan projects, coordinate scheduling, and prepare status updates.
<input type="checkbox"/>	Monitor progress, address problems/issues, and develop solutions.
Identify the staff positions which provide assistance under this position’s leadership - job titles, number of FTEs, etc.	

Walters State Job Analysis Questionnaire

c. Budgetary

Does this position have any responsibility for setting a budget? If so, what is the budgetary responsibility for operating expense and/or payroll expense? Please check the box in the table below that best reflects this position's budgetary responsibility.

	Nature of Influence or Impact on Budget	Approximate \$ Amount
<input type="checkbox"/>	No budget responsibility.	
<input type="checkbox"/>	Informational only - track and report budget activity.	
<input type="checkbox"/>	Contributory - perform analysis and interpretation that helps build or manage the budget.	
<input type="checkbox"/>	Shared with others (not direct reports), makes decisions about expenditures/investments.	
<input type="checkbox"/>	Primary - controls budget and expenditures. Any shared authority would be with subordinates.	

VI. Freedom to Act

Select the level of supervision that best describes what should be provided to an individual in this job.

	Description
<input type="checkbox"/>	<u>Close</u> : Tasks are structured and often routine. Written or verbal instructions are closely followed. Work is performed in the immediate presence of or in close proximity with one's supervisor or lead person. One's immediate supervisor is consulted when unfamiliar situations occur.
<input type="checkbox"/>	<u>Moderate</u> : Tasks are somewhat varied. One's immediate supervisor is readily accessible for consultation. Familiar work is expected to be performed with only moderate supervision, with periodic checks on progress and conformance with expectations.
<input type="checkbox"/>	<u>Limited</u> : Most tasks are performed without consulting others. Resources, precedent, policies, and/or guidelines are available for consultation and guidance. A supervisor or more experienced person is available when needed. Work is checked largely for progress toward completion of objectives.
<input type="checkbox"/>	<u>General</u> : Supervisor provides general direction. Tasks are guided by broad policies and procedures. Employee often participates in setting objectives. Work is evaluated on short- to intermediate-term results but not on procedures used to accomplish objectives.
<input type="checkbox"/>	<u>Policy Direction Only</u> : Employee works under policy direction only. Employee recommends goals and objectives for a functional area. Work is reviewed for intermediate-term results.
<input type="checkbox"/>	<u>Recommends Policy</u> : Incumbent recommends policy and approves goals and objectives for functional area(s). Work is reviewed on long-term results and actions.

Walters State Job Analysis Questionnaire

VII. Impact of Actions

Indicate the scope of the impact of decisions made and/or actions taken in this position.

	Description
<input type="checkbox"/>	Impact of actions is limited to a single work unit. Actions are typically related to a specific function and have minimal consequences on the activities within the unit. Typically, front line supervisory-level personnel will intercede when problems or issues arise requiring attention or resolution by a higher-level position.
<input type="checkbox"/>	Actions may affect a single department or program. Actions are generally related to regular work functions and have short-term consequences. Typically, department head or director-level personnel will intercede when problems or issues arise that require attention or resolution by a higher-level position.
<input type="checkbox"/>	Actions may affect more than one department or program. Actions are generally related to application of standard policies or job procedures and have short or long-term consequences. Typically, dean or manager-level personnel will intercede when problems or issues arise requiring attention or resolution by a higher level of management.
<input type="checkbox"/>	Actions may affect a major division or broad range of departments and programs. Actions are generally related to policy interpretation or complex systems applications and have short or long-term consequences. Typically, assistant/associate vice presidential-level personnel will intercede when problems or issues arise requiring attention or resolution by a higher level of management.
<input type="checkbox"/>	Actions often affect more than one division and sometimes the entire college. Actions are generally related to policy formulation, objective setting, or complex system designs and have long-term consequences. Typically, vice-presidential level personnel or, in selected instances, the President, will intercede to address or resolve problems or issues requiring the attention of a higher level of management.

VIII. Judgment and Complexity

Consider the amount of analytical, technical and creative thinking necessary along with the availability of policies, procedures, standards, and precedents which guide your actions and decisions. Then check one box from each of the two lists below that best describe your job.

a. Guidelines or References

The types of references an individual use to find answers or solutions to work-related problems.

<input type="checkbox"/>	Guidelines and/or instructions apply to most situations. What needs to be done is clear.
<input type="checkbox"/>	Established procedures and specific instructions are available for most work assignments.
<input type="checkbox"/>	Guides, methods and precedents are available. Diverse guidelines must be applied to some work assignments.
<input type="checkbox"/>	General policies, procedures, principles, and theories of specific professional disciplines are available as guidelines, but may have gaps or lack complete applicability to work assignments.
<input type="checkbox"/>	New programs, procedures, or methods are developed specifically to solve the problem. May also evaluate the effectiveness of a policy or practice.
<input type="checkbox"/>	Requires advanced analysis to solve unusual and complex problems, taking information from many different sources. May propose new policies and research trends.

Walters State Job Analysis Questionnaire

b. Difficulty or Complexity

The versatility of demands due to the variety and difficulty of the typical problems encountered.

<input type="checkbox"/>	Problems are recurring and essentially the same. Situations require knowledge acquired through experience and good judgment.
<input type="checkbox"/>	Problems are typically similar or related. Solutions require choosing and applying applicable training and experience.
<input type="checkbox"/>	Situations differ, requiring a search among possible solutions within an area of expertise and experience.
<input type="checkbox"/>	Situations are varied. Analysis, interpretation, evaluation, and constructive thinking are required.
<input type="checkbox"/>	Problems are varied and complex. Finding solutions requires research, analysis, interpretation, assimilation, and extrapolation of relevant information.
<input type="checkbox"/>	Problems are highly complex. Situations are novel and nonrecurring. Solutions require the development of novel approaches and new concepts. Imagination and creativity are required.

c. Data Management

Many jobs require working with data in different capacities. For example, some jobs require the collection of data and some require the analysis or interpretation of data. Still other jobs don't require working with data at all. In the following table, select *all* of the descriptive options that apply to the position being analyzed.

<input type="checkbox"/>	This position doesn't handle data at all.
<input type="checkbox"/>	Gather or collect data.
<input type="checkbox"/>	Enter data into forms, spreadsheets, online applications, etc.
<input type="checkbox"/>	Manipulate and analyze data by developing formulas or queries.
<input type="checkbox"/>	Conduct trend analysis.
<input type="checkbox"/>	Interpret data and draw subsequent conclusions.
<input type="checkbox"/>	Summarize and report data.
<input type="checkbox"/>	Develop recommendations for solutions based on data analysis.
<input type="checkbox"/>	Conduct root cause analysis.
<input type="checkbox"/>	Research various options and propose the one believed to yield the best results.
Other:	

Walters State Job Analysis Questionnaire

IX. Internal & External Contacts

Two elements should be considered when describing the personal contacts, one has in his/her work: (1) The *organizational level* of those with whom the employee interacts on a regular basis; (2) The *nature or reason* for the interaction. In the following two tables please check the description that most aptly describes the *level* of interactions and the *nature* of interactions of this position.

a. Level of Interaction

<input type="checkbox"/>	Internal interactions limited to immediate associates and own supervisor within immediate unit or related areas; external interactions are typically negligible and non-essential to the operations of the job.
<input type="checkbox"/>	Internal interactions are with office/clerical/technical and/or lower-level administrative/professional staff; external interactions are typically with the general public, visitors and/or service representatives and vendors. Students and student worker interaction does not directly relate to their educational pursuits, but is limited to general information exchange.
<input type="checkbox"/>	Internal interactions with managers or highly professional/technical personnel and/or faculty; external interactions are usually with students, parents, alumni, faculty of other institutions, higher level product representatives, non-managerial business, industry, and government agency representatives. Student contact relates to the students' educational pursuits (e.g., explaining specific procedures surrounding a student services function).
<input type="checkbox"/>	Internal interactions are with upper-level management and/or academic personnel; external interactions are typically with mid-level representatives of government agencies or mid-level professional contacts with other colleges. Student contacts are non-routine, involving professional-level counseling, advising, and in-depth problem resolution.
<input type="checkbox"/>	Internal interactions are with senior officers (i.e., president, vice-presidents, and board members); external interactions are typically with prominent representatives who have substantial impact on the college (e.g., major donors, community leaders, and business and industry leaders) and officials of government agencies, financial agencies, and other important constituents.

b. Nature of Contacts

<input type="checkbox"/>	Give and/or receive established factual information. Routine information exchange and/or simple service activity.
<input type="checkbox"/>	Explain or interpret guidelines or instructions, or elicit interpretation or opinions. Communication is largely of a non-controversial nature and handled in accordance with standard practices and procedures.
<input type="checkbox"/>	Provide detailed and somewhat complex information, which may be somewhat sensitive in nature. Non-routine. Requires discretion.
<input type="checkbox"/>	Exchange or disseminate highly complex and important information. Substantial sensitivity and cooperation required. Discretion, accuracy, and clarity in communication are substantial.
<input type="checkbox"/>	Solve problems through discussion or persuasion. Discussions are about important and controversial issues. High levels of tact and persuasion are required in the discussion of key issues that have substantial impact on the College.

Walters State Job Analysis Questionnaire

X. Working Environment

Please review the list of environmental conditions below and check all that apply to your work area and generally how often you're exposed to the environment. Use the following definitions when considering the amount of time.

- Constantly - two-thirds or more of your time
- Frequently - between one-third to two-thirds of your time
- Occasionally - one-third or less of your time

<i>Condition (check all that apply)</i>		<i>Constantly</i>	<i>Frequently</i>	<i>Occasionally</i>
<input type="checkbox"/>	Extreme Cold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Extreme Heat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Temperature Changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Wet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Humid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Noisy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Vibrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Hazards (describe below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe the nature of possible physical injury or illness, which could occur to employees on the job. State the frequency of exposure and probability of injury.

Probability of injury is low; however, the clinical coordinator when assisting with class and or lab any type of injury is possible due to the realistic nature of the skills and situations being practiced. The clinical coordinator also visited all 14-hospital sites, which are used, and it is possible to be exposed to any number of ailments, whatever is being treated at the hospital.

Sensory requirements include visual acuity, color perception, and hearing. For example, if an essential function includes working with a software application that uses color-coded selections, a person with an inability to perceive colors would require an accommodation to be able to perform that task. Please select below if the sensory perception is required to perform any of the Essential Functions listed in Section III.

<i>Perceptual Ability</i>	<i>Required</i>	<i>Not-Required</i>
Sight	<input type="checkbox"/>	<input type="checkbox"/>
Color Perception	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>

Walters State Job Analysis Questionnaire

XI. Additional Questions

- a. What is the most challenging part of this job?

- b. Which job provides backup support for the job when regular employee is absent, if any?

- c. Other Comments - Please add any other comments that would be beneficial in understanding the nature and scope of this position.

XII. Names/Signatures:

Person completing the questionnaire			
Phone Number		Date Completed	
Name of Supervisor Approving Questionnaire			
Title of Supervisor		Date Approved	
HR Review (Signature)		Date Reviewed	

Once the JAQ has been completed and approved by departmental leadership, it should be forwarded to Human Resources. An HR representative will review the document for internal consistency across departments and archive the document for future reference.

Walters State Job Analysis Questionnaire

Addendum A – Action Verbs

Using commonly understood verbs to describe job responsibilities minimizes misunderstandings or ambiguity.

ACCEPT:	To receive as true; to regard as proper, normal, inevitable.
ACKNOWLEDGE:	To recognize as true or pertinent; to admit obligation; to report receipt of (a letter, check, etc.).
ADAPT:	To suit or fit by modification.
ADJUST:	To bring to a more satisfactory state; to bring the parts of something to a true or more effective position.
ADMINISTER:	To direct the execution of affairs.
ADVISE:	To recommend a course of action; to offer an informed opinion based on specialized knowledge, with responsibility for some interpretation and/or decision-making.
ALTER:	To make different without changing into something else.
AMEND:	To change or modify for the better.
ANALYZE:	To study parts, elements, or factors of a situation or problem in detail to determine course of action, solution, or outcome; to examine critically for understanding the organization or nature of; e.g., analyzes malfunction of computing circuits.
ANSWER:	To speak or write in reply.
ANTICIPATE:	To foresee and deal with in advance.
APPLY:	To put to use for a purpose; to employ diligently or with close attention.
APPROVE:	To sanction officially; to accept as satisfactory; to exercise final authority with regard to commitment of resources.
ARRANGE:	To make an agreement with another or others; to prepare for an event; to put in proper order.
ARRANGE FOR:	To take appropriate measures to see whatever may be needed is available for use when needed.
ASSEMBLE:	To collect or gather together in a predetermined order from various sources.
ASSESS:	To determine value of; to evaluate.
ASSIGN:	To specify or designate tasks or duties to be performed by others.
ASSIST:	To help or aid others in the performance of work for which they have prime responsibility.
ASSUME:	To undertake; to take for granted.

Walters State Job Analysis Questionnaire
Addendum A – Action Verbs

ATTEND:	To be present.
AUTHORIZE:	To approve; to empower through vested authority; to grant permission for the conduct of an activity.
BALANCE:	To compute the difference between the debits and credits of an account; to reconcile accounts.
BATCH:	To assemble into a group for one operation.
BUDGET:	To plan expenditures.
BUILD:	To construct.
CALCULATE:	To determine by mathematical processes - implies intricate processes as against <u>compute</u> which implies simple arithmetical process and exact results; forecasts consequences or results, as in taking risks.
CERTIFY:	To confirm as accurate or true.
CHART:	To draw or plot data (as on a graph); to make a detailed plan.
CHECK:	To verify; to compare with a source.
CIRCULATE:	To pass from person to person or place to place.
CLARIFY:	To make easier to understand; to explain.
CLASSIFY:	To arrange or organize according to systematic groups, classes, or categories.
CODE:	To use symbols (letters or numbers) to represent words. COLLABORATE: To work jointly with; to cooperate with others having equal responsibility.
COLLATE:	To organize or assemble in a predetermined sequence.
COLLECT:	To gather.
COMMUNICATE:	To impart a verbal or written message; to transmit information.
COMPARE:	To examine for the purpose of discovering resemblances or differences.
COMPILE:	To put together information; to collect from other documents.
COMPOSE:	To make by putting parts together to create; to write (an original letter, report, instructions, etc.).
COMPUTE:	To determine or calculate mathematically; to count.
CONFIRM:	To give approval to; to assure the validity of.
CONSOLIDATE:	To bring together.
CONSTRUCT:	To make or form by combining parts; to draw with suitable instruments and under

Walters State Job Analysis Questionnaire Addendum A – Action Verbs

specified conditions.

CONSULT:	To seek advice of others; to give professional advice or services.
CONTACT:	To communicate with.
CONTRIBUTE:	To supply or give something; to submit for publication.
CONTROL:	To measure, interpret, and evaluate actions for conformance with plans or desired results; to regulate performance to ensure fulfillment of that which is prescribed.
CONVERT:	To alter the physical or chemical nature of something; to alter for more effective utilization.
COORDINATE:	To regulate, adjust, or combine the actions of others to attain harmony.
COPY:	To duplicate an original.
CORRECT:	To make or set right; to alter or adjust to conform to a standard.
CORRESPOND:	To communicate with.
CREATE:	To bring into existence; to produce through imaginative skill; to design.
DEBUG:	To detect, locate, and remove mistakes from a routine of malfunctions from a computer.
DELEGATE:	To commission another to perform tasks or duties which may carry specific degrees of accountability and authority; to entrust to the care or management of another.
DELIVER:	To take to an intended destination.
DEMONSTRATE:	To illustrate and explain, especially with examples.
DESCRIBE:	To represent by a figure, model, or picture; to trace the outline of; to give an account of in words.
DESIGN:	To conceive, create, and execute according to plan.
DETERMINE:	To come to a decision as a result of investigation or reasoning; to fix conclusively or authoritatively.
DEVELOP:	To go through the process of evolving the specified action or plan.
DEVISE:	To form in the mind by new combinations or applications of ideas or principles; to invent.
DIRECT:	To guide work operations through the establishment of objectives, policies, rules, practices, methods, and standards; to give authoritative instructions. The one who directs often takes an active part in the performance of the activity.
DISSEMINATE:	To spread or disperse information or ideas.

Walters State Job Analysis Questionnaire Addendum A – Action Verbs

DISTRIBUTE:	To deliver to proper destination; to divide; to apportion.
DRAFT:	To prepare papers or documents in preliminary form.
EDIT:	To revise and prepare material (written, film, tape, soundtrack) for publication or display.
ESTABLISH:	To bring into existence; to set up.
ESTIMATE:	To forecast future requirements; to calculate approximately.
EVALUATE:	To determine or fix the value of; to judge relative worth.
EXAMINE:	To inspect closely.
EXCHANGE:	To give or take one thing in return for another.
EXPEDITE:	To accelerate the process or progress of.
FACILITATE:	To make easier.
FILE:	To arrange in a methodical manner; to rub smooth or cut away with a tool.
FINALIZE:	To put in finished form.
FOLLOW UP:	To pursue closely in order to check progress; to monitor.
FORECAST:	To estimate in advance; to predict realistically future events or possible results of actions.
FORMULATE:	To develop or devise; to reduce to, and express in, a systematic statement.
IDENTIFY:	To establish the identity of; to associate with some interest.
IMPLEMENT:	To carry out; to execute a plan or program; to put into practice.
IMPORT:	To bring from a foreign or external source.
INDICATE:	To show, demonstrate with precision.
INFORM:	To communicate information to; to make aware.
INITIATE:	To start; to introduce; to originate.
INSPECT:	To examine or determine; to critically analyze for suitability.
INSTALL:	To place in office; to establish in an indicated place, condition, or status; to set up for use in office.
INSTRUCT:	To teach; to coach; to communicate knowledge; to direct or order.
INTEGRATE:	To unify; to make whole by putting all parts or elements together.

Walters State Job Analysis Questionnaire

Addendum A – Action Verbs

INTERPRET:	To give the meaning of; to explain to others.
INTERVIEW:	To obtain facts or opinions through inquiry or examination or various sources.
INVENTORY:	To catalogue or to count and list.
INVESTIGATE:	To observe or study by close examination and systematic inquiry; to inquire into; to search in order to ascertain facts.
ITEMIZE:	To list; to write down in detail.
LEAD:	To guide or direct on a course or in the direction of; to channel; to direct the operations of.
LOAD:	To place in or on a means of conveyance; to increase the weight of by adding something heavy.
LOCATE:	To find, determine, or specify by means of searching, examining, or experimenting. (To seek and find.)
MAINTAIN:	To continue; carry on; or keep in an existing state.
MERGE:	To combine items from two or more similarly ordered sets into one set that is arranged in the same order.
MODIFY:	To make less extreme; to limit or restrict the meaning of; to make minor changes in.
MONITOR:	To watch, observe; to check in order to discern deviations.
MOVE:	To go from one point to another; to begin operating or functioning or working in a usual way.
NEGOTIATE:	To confer with others with a view to reaching agreement and to come to terms subject to approval by final authorities for each side.
NOTIFY:	To make known.
OBSERVE:	To see, notice, or watch something or someone.
OBTAIN:	To acquire or gain possession of.
OPEN:	To make available for entry or passage; to make accessible; to expose to view; to disclose.
OPERATE:	To perform an activity or series of activities.
ORGANIZE:	To arrange; to systematize or methodize.
ORIGINATE:	To create; invent; to produce as new.
PARTICIPATE:	To take part in; to share in an action.

Walters State Job Analysis Questionnaire Addendum A – Action Verbs

PERFORM:	To fulfill or carry out some action.
PLAN:	To devise or project the realization or achievement of a course of action.
POST:	To record information in ledgers or other forms from another source.
PRACTICE:	To perform or work at repeatedly in order to gain proficiency.
PREDICT:	To declare in advance; to foretell on the basis of observation, experience, or scientific reason.
PREPARE:	To make ready for a particular purpose.
PRESENT:	To introduce; to offer, to view.
PRESERVE:	To keep, guard, observe; to keep safe, protect; to keep free from decay; to maintain.
PREVENT:	To stop something from occurring; to take advance measures against.
PRICE:	To fix, to establish, or to find out the value of.
PROCEED:	To begin to carry out an action.
PROCESS:	To handle in accordance with a prescribed procedure.
PROCURE:	To obtain possession of; to bring about.
PRODUCE:	To grow; to make, bear, or yield something; to offer to view or notice; to exhibit.
PROGRAM:	To arrange or work out a sequence of operations to be performed.
PROPOSE:	To form or declare a plan or intention.
PROVIDE:	To supply what is needed.
PULL:	To haul, tow; to remove, as in filing.
PURCHASE:	To buy or procure by committing organizational funds.
QUANTIFY:	To make explicit the logical amount of; to determine or express the amount of.
QUESTION:	To interrogate; to doubt; to dispute; to inquire.
RATE:	To assess the value of; to appraise; to arrange in sequence of rank.
READ:	To interpret; to scan; to study the movements of; to understand the meaning of.
RECEIVE:	To acquire, come into possession of.
RECOMMEND:	To advise or counsel a course of action; to offer or suggest for adoption.

**Walters State Job Analysis Questionnaire
Addendum A – Action Verbs**

RECONCILE:	To adjust; to restore to harmony; to make congruous.
RECONSTRUCT:	To rebuild; to reorganize or reestablish.
RECORD:	To register; to set down in writing.
RECTIFY:	To correct by calculation or adjustment; to remedy; to set right.
REDUCE:	To narrow down; to diminish in size or amount.
REFER:	To send or direct for aid, treatment, action, information, or decision; to direct attention; to make reference to.
REFINE:	To improve or perfect; to free from impurities.
REGISTER:	To enter in a record.
REMIT:	To send money in payment of; to submit or refer for consideration, judgement, decision, or action.
REPRESENT:	To act in the place of or for.
REPORT:	To give an account of; to furnish information or data.
RESEARCH:	To inquire specifically, using involved and critical investigations; to conduct investigation or experimentation aimed at the discovery and interpretation of facts.
RESPOND:	To make an answer; to show favorable reaction.
REVIEW:	To consider; to reexamine.
REVISE:	To rework in order to correct or improve; to make a new, improved, or up-to-date version.
ROUTE:	To forward; to schedule or dispatch.
SCAN:	To examine; to search a series of punched cards, tapes, or a memory bank to locate specific data (computer usage).
SCHEDULE:	To plan a timetable; to fix time.
SCREEN:	To examine in orderly fashion to determine suitability or acceptability.
SEARCH:	To examine; to probe; to make a thorough examination or investigation of.
SECURE:	To gain possession of; to guarantee; to make safe.
SELECT:	To choose the best suited; to take as preference; to pick out.
SOLVE:	To find a solution for.
SORT:	To separate or arrange according to a scheme; to rank by kind, class, division,

Walters State Job Analysis Questionnaire Addendum A – Action Verbs

etc.

SPECIFY:	To state precisely in detail or to name explicitly.
STRUCTURE:	To give arrangement or form to; to arrange or organize.
STUDY:	To contemplate; to carefully examine or investigate; to deliberate.
SUBMIT:	To present data for the discretion or judgment of others.
SUMMARIZE:	To restate material (facts, figures, etc.) briefly.
SUPPLY:	To furnish something that is needed; to provide; to equip.
SURVEY:	To examine as to condition, situation, or value.
SYNTHESIZE:	To form new product or idea by combining different elements.
TABULATE:	To put in table form; to set up in columns, rows.
TEST:	To put to proof; to examine, observe, or evaluate critically.
TOTAL:	To add up; to compute.
TRACE:	To locate something by searching or researching evidence.
TRAIN:	To teach, demonstrate, or guide others in order to bring up to a predetermined standard.
TRANSCRIBE:	To transfer data from one form of record to another or from one method of preparation to another, without changing the nature of data.
TRANSLATE:	To turn into one's own or another language.
TRANSMIT:	To transfer or send from one person or place to another; to send out a signal either by radio waves or over a wire.
TURN:	To make rotate or revolve; to cause to move around so as to effect a desired end (as locking, opening, and shutting); to reverse the sides or surfaces of.
TYPE:	To write using a typewriter/keyboard.
UPDATE:	To bring current.
UTILIZE:	To make use of.
VERIFY:	To confirm or establish authenticity; to substantiate; to prove; to check the accuracy of.
WEIGH:	To ascertain the heaviness of; to consider carefully.
WRITE:	To set down letters, words, sentences, or figures on paper or other suitable material; to author; to draft.

**Walters State Job Analysis Questionnaire
Addendum A – Action Verbs**

Walters State Job Analysis Questionnaire Addendum B – Examples of Essential Functions

Accounting Clerk

1. Posts entries to books from supporting records make adjusting entries and prepares invoices on standardized forms. Compares fees assessed in Banner Student to list received from SAP to ensure accuracy of charges before creating a final invoice.	
Physical Requirements and Equipment/ Machinery/Software Used Most of this duty is completed sitting at a computer and retrieving printouts from the printer on the other side of the office. I enter data on the computer and stare at the screen for long periods of time.	
Frequency Performed (estimated)	
<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	20%

Maintenance Mechanic

2. Clears drains, repairs leaks, repairs or replaces valves, and conducts other plumbing duties, as directed, to ensure all of WSCC campuses are 100% operational as much as possible.	
Physical Requirements and Equipment/ Machinery/Software Used I have to crawl under fixtures, like sinks and use plumbers' pliers or water heater element removal wrenches to loosen and remove hard-to-turn washers. I also use a trouble light and knee pads.	
Frequency Performed (estimated)	
<input checked="" type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
Percentage of Time (in a year)	25%

**Walters State Job Analysis Questionnaire
Addendum B – Examples of Essential Functions**

Assistant Director, Enrollment

<p>3. Plans, coordinates, and supervises the admissions, records, and registration procedures of credit programs and courses in accordance with state, federal, and institutional regulations.</p>	
<p>Physical Requirements and Equipment/ Machinery/Software Used I use the computer in my office intermittently. I go to meetings with other people from my department and from related areas on campus, and sometimes via teleconference. The planning process takes place once a year but the supervision is ongoing daily.</p>	
<p>Frequency Performed (estimated)</p>	
<input checked="" type="checkbox"/> Daily	<input type="checkbox"/> Weekly
<input type="checkbox"/> Semi-Annually (twice per year)	<input checked="" type="checkbox"/> Annually
<input type="checkbox"/> Monthly	<input type="checkbox"/> Quarterly
<input type="checkbox"/> Occasionally	
<p>Percentage of Time (in a year)</p>	<p>50%</p>

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